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ABSTRACT

In fall 1994, a joint pilot project was initiated by Pima Community College and the University of Arizona to provide a sequential degree program in bilingual elementary teacher education. This report presents information on project elements and outcomes after the first year. An introduction provides background on the project's development; a description and map of the new Desert Vista campus; and information on the program's selective admissions process and marketing, outreach, and recruiting efforts. Next, data is provided on student progress, indicating that of the 26 students who began the program, 24 remained enrolled and that the median cumulative grade point average (GPA) was 3.36. Information is also provided on the student evaluation process, indicating that it includes written faculty observations, self-evaluation, and meetings with the dean of instruction at the end of each semester. Following a list of faculty and their educational areas, the academic program is described, highlighting the innovations of voluntary placement in local schools, the use of a "base" class to explore issues, and the implementation of math build up sessions. Finally, program support services related to instruction, counseling, and financial aid are described and data collection methods for tracking students in the program are reviewed. Appendixes include a sample program acceptance letter, tables of participants' GPA's, student evaluation forms, and the program curriculum. (KP)

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PCC/UA

SEQUENTIAL DEGREE
Pilot Program

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Elementary Education with a Bilingual Endorsement End of the First Year Report

May, 1995

JC 950 308

Dr. Angela Zerdavis
Dean of Instruction
PimaCommunityCollege
Desert Vista Campus

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Sequential Degree Students

1994 - 1995

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Introduction

Brief History

The Pima Community College/UA Sequential Degree Program is in its pilot stage. During 1993, Joint Steering and Operations Committees, convened by The University of Arizona President Dr. Manuel Pacheco, and Pima Community College Chancellor Dr. Jeff Hockaday, worked together and made recommendations for this "seamless degree" which would begin Fall 1994 at Desert Vista Campus.

The two institutions mutually supported this unparalleled opportunity to afford access to students who might not otherwise have the opportunity to attend a College or a University. Since the program chosen was Elementary Education with a Bilingual endorsement, it was anticipated that a large number of the students would be minority students, and that this would be a diverse student cohort. In fact, of the twenty four active students at the end of the first year, twenty-one are Hispanic, one is Anglo, one is African American, one is Tohono O'Odham.

In keeping with the Community College philosophy, the academic program was supported by intensive instructional support services. In keeping with University concerns for "standards" of admissions, the University played the major role in selection. More on the selective admissions process will be discussed later in this report.

Desert Vista Campus as the Site of the Four Years of Instruction

The Pima Community College/UA Sequential Degree Program is housed at Pima Community College's newest campus, the Desert Vista Campus. Almost all, and perhaps all, courses in the four year program are to be taught at Desert Vista. During the first two years of the pilot, 1994-95 and 1995-96, the students will be enrolled in Pima Community College courses, scheduled by the Desert Vista Campus. During the last two years, the faculty from The University of Arizona will be teaching in Desert Vista Campus facilities. Cooperation between Desert Vista Campus and the College of Education during fall of 1995 will be necessary to ensure that the facilities needed by The University of Arizona will be made available. This is also true of office space.

On May 16, 1995, Tucson voters passed a 140 million dollar bond issue, of which over 16 million dollars will be spent to develop these facilities. (See Exhibit A) The Sequential Degree Program can be housed in the present facilities however; as the program and student numbers grow, it can expand as the larger campus expands. The campus administration does not foresee any problems over the next few years in providing facilities for The University of Arizona in order to house this important program.

Regional Setting

The Desert Vista Campus is located in southwest Tucson adjacent to Interstate 19. It is situated to serve a rapidly growing section of the city. The following factors that are significant to the Desert Vista Campus were determined through careful and thorough analysis of the area trends by the College Office of Research and Planning. The Sequential Degree students are most likely to live in or near this regional setting.

- During the 1990's Tucson's South and Southwest communities are expected to continue to be among the fastest growing population areas.

- The Desert Vista Campus is centered within a high Hispanic growth rate area. Within the Desert Vista service area, 62% of the area residents are minorities. During 1994-95, 60% of the Desert Vista Campus students were Hispanic, 3% were African American, and 5% were Native American. The Bilingual Elementary Education program responds to this demography.

- The twenty-five elementary and secondary schools in the surrounding four mile radius primary campus service area can serve as feeders to the campus for post secondary educational opportunities for their students. They are also potential sites for voluntary placements for Sequential Degree Elementary Education students. Later, they can be important for employment of the program's graduates.

The collaboration of Pima Community College's Desert Vista Campus and The University of Arizona within the above described regional context through the Sequential Degree Program would seem to be one of great productivity and success for both institutions.

PIMA COMMUNITY COLLEGE

Desert Vista Campus Master Plan

NOVEMBER 1994

BURNS AND WALD-HOPKINS ARCHITECTS • DMJM ARIZONA • CELLA BARR ASSOCIATES

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The Selective Admissions Process, Marketing, Outreach and Recruiting

Introduction

The mid-summer decision to begin the program in Fall 1994, which both institutions desired, meant that what would normally be a selective admissions process of several months had to be accomplished in only three weeks. The headline announcement of the program that occurred in the Arizona Daily Star assisted greatly . At least 140 phone calls were taken by campus administration in the following weeks prior to the actual three week process itself. Personal letters were sent to each high school graduate of Yaqui and Tohono O'Odham tribes by the College Tribal Relations office. Visits were made to potential candidates by a tribal member. Information was also sent to the Education Departments (or appropriate individuals) of both tribes, and phone contacts were made as well. Letters and admissions packets were sent to all local superintendents of high school districts and to Nogales. Letters and admissions packets were also sent to individuals who represented bilingual programs in local high schools. Phone call follow-ups were made. An informational meeting was held with Dr. Leonard Basurto of TUSD and he was provided with 60 admissions packets, at his request. Packets were given to cadre advisors of all Pima Community College campuses. Presentations were made at various campuses. Three campus administrators were interviewed on radio and television. Spanish speaking stations also were covered. In addition to the above, all Pima Community College students at Desert Vista Campus (Approximately 2200) were sent a letter with information. A database had been developed on the campus during the preceding year that the Joint Operations Committee had been meeting because community interest was high, and all individuals who had indicated an interest were now sent information. (The above reflects the Pima Community College approach. This writer does not have information on The UofA marketing and recruitment approach.)

Over 100 individuals attended three workshops given by Mark McCabe, Desert Vista Campus Counselor on the program application process.

The selective admission process originally was planned to include a personal interview by the selection committee. Because of the unforeseen time pressure, however, that unfortunately had to be dropped.

Application to the Program

All student applicants were required to complete an Application Packet. Included were:

- scores on Pima Community College Reading/Writing/Math assessment tests
- a self assessment of language facility in speaking and writing (Spanish, Tohono O'Odham, Yaqui)
- a statement of educational goals
- three letters of reference
- any previous college level coursework documented by transcripts
- U of A application form
- Pima Community College application form
- Sequential Degree application form
- a statement of acceptance that this is a cohort program

Selective Admissions Process and The Selection Committee

The University took the lead and all application packets were reviewed first by Director of Admissions, Mr. Lloyd Bell and his staff on a 24-48 hour turn around basis. We used a hand courier a number of times going between both institutions . His office marked on the outside of the packets whether the applicants were "acceptable", "not acceptable", or "possible". The Selection Committee (see below) reviewed all packets. We agreed with the University that students in the "not acceptable" groups had too many deficiencies and concurred that they should not be accepted. We also agreed, as a Committee, to accept all the University "acceptable" and their "possible" applicants as well. The process went smoothly and was a consensual one. Although it can be said that the University took the "lead" on decisions, we at PCC thought that was appropriate, given the situation that the College of Education was choosing its own students. In conclusion, acceptance into the program occurred at two levels:

1. acceptance into the University of Arizona

2. acceptance into the College of Education

Selection Committee

Pima Community College	The University of Arizona
Campus President, Ed Acuña	Associate Dean, Dr. Jan Streitmatter
Dean of Instruction, Dr. Angela Zerdavís	Assistant Clinical Professor, Dr. Arminda Fuentevilla

When the students had been selected, they were informed by telephone. The phone call was followed by a letter of congratulations signed by the above four individuals. (See Appendix A) An orientation/registration session led by Dr. Ignacio Garcia, Dean of Student Development, was conducted. It included individual interviews by Spanish faculty member Elma Carrillo to assess Spanish placement. The session also included advising on financial aid options. Additionally, students were given the opportunity to work as student aides on the campus. During the year several students worked on the campus as student aides, and one worked in the Chemistry lab as a part-time Chemistry lab technician.

Because of the short time between program approval and beginning of fall classes, the pressure on the Desert Vista Campus and University of Arizona personnel was significant. An improvement for the next class to enter the program would be to conduct the admissions process during the preceding spring. This would allow several months, rather than the several days, to undertake the admissions process.

A note regarding Languages: There were no Yaqui applicants. There was only one individual who wished to pursue Tohono O'Odham (a non Tohono O'Odham person). She completed one year of Tohono O'Odham and will also take a year of Spanish next year. The Tohono O'Odham student in the program is already fluent in Tohono O'Odham and chose to pursue Spanish instead. The rest of the students are pursuing Spanish. Three of them are native Spanish speakers and have tested out of the language. All remaining students are either in the Spanish 110, 111 or 210, 211 track or the track for native speakers, Spanish 201, and 202.

In our campus discussion with Dr. Arminda Fuentevilla of The University of Arizona, it was understood that the cohort, although taking all other classes together, does move along a number of levels, depending on the individual students, when it comes to the language component. At the point the students are ready for university instruction they will be closer to each other in language ability. This individualization of the language component appears to be a strength of the program.

Student Progress

General Introduction

As in any community college cohort, there is a wide range of abilities, talents, strengths, levels of readiness, experience, and attitude. Each student comes to this program with individual strengths. In addition, some students need more intensive support services, such as tutoring, than do other students. Tutoring has been provided in the following subject areas: Chemistry, Writing (English) and Mathematics. The most extensive need, Mathematics, necessitated providing more than tutoring services. A Mathematics faculty member (Denise Meeks) developed "Math Build -Up Sessions" which have been attended all year on a voluntary basis in order to prepare students for Mathematics 150, College Algebra this coming Fall, 1995. Some students have attended these weekly sessions regularly for the whole year and the sessions were made available around the student's schedules. The attendance of others was sporadic. As an added support, students were encouraged to take a preparatory course this summer in either Mathematics 130 or in Spanish. (There are four students enrolled in Mathematics 130 and five in Spanish). An additional few students are retaking Chemistry.

Retention

The graph (See Exhibit B) shows the retention in the program so far. Twenty-seven students were accepted into the program. One did not begin the program at all; his wife had just had a baby and he decided not to begin the program. Therefore twenty-six students began. Twenty-four remain. This high retention rate (92%) after the first year is unusual. We believe that the factors accounting for such a high retention figure include the following:

1. A selection process screened for students with a strong determination to be teachers.

2. The students experienced an excellent, enthusiastic and dedicated teaching faculty and educational support faculty (counselor).

3. They had an academic program that was interesting and challenging.

4. They gave each other mutual support as cohort members.

5. The campus provided to them an extensive set of academic support services (tutoring in Mathematics, Writing, and Chemistry).

6. The students were provided with opportunities for financial aid, and were assisted with registration and assessment process.

7. Clear expectations of the students was often communicated by all who had contact with them.

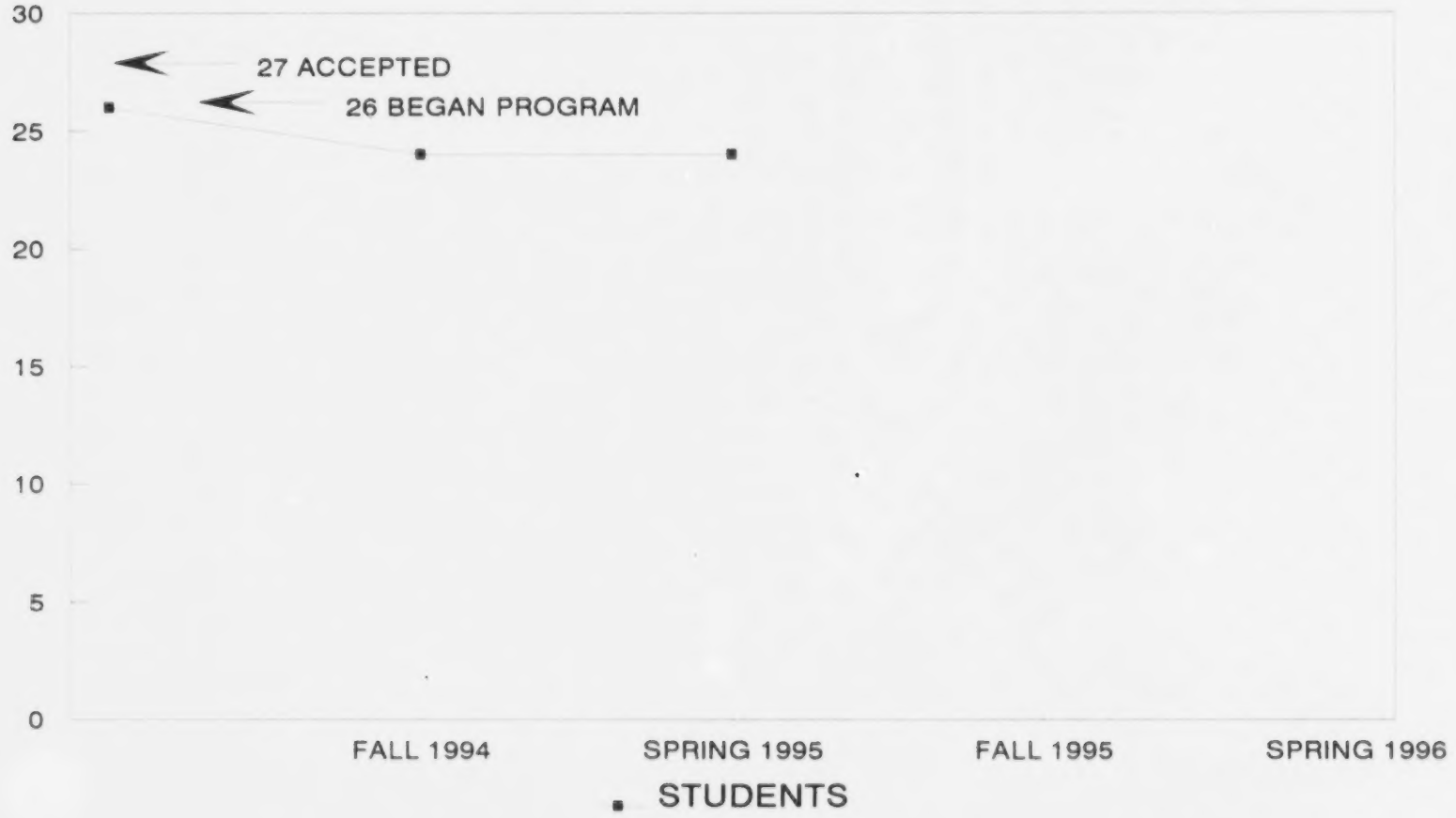
8. Existence of a campus administration which was strongly supportive, as illustrated by the Student Evaluation Process conducted at the end of each semester by the Dean of Instruction.

9. The emphasis of a campus "culture" or "climate" which encouraged student growth and development, and took pride in being the campus with the Sequential Degree Program. An illustration of this is that the class picture of the students was on display in the Campus President's Office.

10. The establishment of a campus "team" approach towards intervention during crisis or problem times that meant that the counselor, faculty, staff and administration all did their part in encouraging problem solving and persistence among students.

PCC/UA SEQUENTIAL DEGREE PILOT PROGRAM

STUDENT RETENTION



	ACCEPTED	BEGAN PROGRAM	FALL 1994	SPRING 1995	FALL 1995	SPRING 1996
STUDENTS	27	26	24	24		

Exhibit B

For purposes of comparison with other retention data, Dr. Ellen McGregor, Research Analyst, Pima Community College Institutional Research and Dr. Lou Attinasi, Director of the Institutional Research Office provided us the following examples of Pima Community College data on retention. Although the students are not a controlled comparison group, the information is interesting. From Dr. McGregor's, Longitudinal Study of Minority Student Retention and Transfer Success (March, 1993) which looked at a group of students from Fall 1988 to Fall 1989, the total retention for that group of minority students was 33%. Of that group of students, the total retention rate for Native American students was 28%; African American students was 31%;Hispanic students was 31%.

The general retention information on Pima Community College district enrollment is as follows:

a. The retention rate from Fall 1992 to Spring 1993 was 66%.
b. The retention rate from Fall 1993 to Spring 1994 was 65%.

Grades

Fifteen of the Sequential Degree students received a C or better in all classes. However, nine students received at least one D, F or Y. The latter group of students has received intensive counseling, as well as faculty advising. In addition, the Faculty, Counselor and the Dean of Instruction have worked with students regarding strategies for improvement. As a result of this intensive intervention effort, some students are taking courses in summer school. Some are simply trying to get ahead with Spanish. Some are taking Mathematics 130 to prepare themselves for Mathematics 150 College Algebra in the fall. Lastly, some of those students who did poorly in any class during spring 1995, have voluntarily chosen to retake the course in summer. (This usually applies to Writing or Chemistry).

The median cumulative (whole year) grade point average is 3.36. (The median Fall 1994 GPA was 3.81. The median Spring 1995 GPA was 2.88.) The range was from 2.21-4.0 (4.0 is equivalent to an A).
(See Appendices B, C, and D).

The Student Evaluation Process

The College has a regular faculty evaluation process. In addition to that, the Student Evaluation Process (See Appendix E) was developed for the Sequential Degree Program. It is not a faculty evaluation process. It is more accurately described as a student evaluation process. The focus is on the student, and on the student's learning. It consists of three parts 1) Each faculty member writes his or her observations regarding the student. This includes suggestions for areas of improvement the student might work on. A typical suggestion given by faculty included more oral participation in class. 2) Each student writes a self evaluation on every class. This includes things the student had difficulty with and ways the student planned to change. A typical suggestion given by students included better time management; 3) The student meets with the Dean of Instruction, Dr. Angela Zerdavís, at the end of each semester. A discussion is held covering ideas expressed by the faculty and the student. The purpose of the discussion is to give the student the opportunity to engage in a reflective discussion encompassing the total learning process, and to add any thoughts regarding plans

for self improvement.

As a result of the meeting with the Dean, a packet is put together with faculty, student and the Dean's observations. This packet is mailed to the student with a cover letter.

The information gained in the reflective discussion is also useful to assist the campus in making needed adjustments to the program. A case in point is the Education (Edu) 198 (Topics in Bilingual Education) class. Originally, it was thought that voluntary school placements would be introduced in the second year. It became clear in the Dean/Student discussions, that exposure to the world of elementary schools would be better placed in Spring 1995, the first year of the Sequential Degree Program.

The Student Evaluation Process will continue to evolve to meet student needs.

The Faculty

The following were the Sequential Degree faculty 1994-95:

Felicia Alvarez	Tohono O'Odham
Donnell Boisvert	Human Development Education
Elma Carrillo	Spanish
Julia Corty	Writing
Darryl Graham	History/Sociology
George Jose	Tohono O'Odham
Mohammed Kamel	Art
Ken McCollester	Chemistry
Mary Marmion	Writing
Mark McCabe	Counselor
Margaret Romero	Education (Topics in Bilingual Education)

The faculty work together as a team. Meetings are also held with faculty and the Dean of Instruction to discuss relevant issues. In addition to teaching the subject area (for instance, Chemistry or Art), Sequential Degree Faculty are asked to develop as many examples as possible which would assist the students to apply their learning to the teaching and learning of children.

For the second year, new faculty will be added in Biology, World Civilization, Mexican American History, Mathematics, Literature and Political Science.

The Academic Program

By mutual consent between the two institutions, the students are following a standard two year Liberal Arts and Sciences Associate of Arts degree program. (See Appendix F) All courses chosen (except HDE and EDU) are fully transferable as general education courses to The University of Arizona. They were chosen from a larger set of courses available. It was felt that they would give to the student a broad education and one with significant emphasis on arts and sciences, and cultures,

languages, and peoples of the Southwest.

We added the following three "innovations" to that curriculum for the first year:

1. Voluntary Placement in Local Schools. This placement process began in Spring Semester 1995 and was coordinated by Ms. Margaret Romero, former bilingual elementary school educator and school principal. Nineteen students participated. The remaining five students have planned to participate during the Fall 1995.

   The placements were made at the following schools: Hollinger Elementary, Laguna Elementary, Liberty Elementary, Maldonado Elementary, Mary Lynn-Urquides Elementary, Tolson Elementary, White Elementary, Borton Elementary, Cragin Elementary, Davis Elementary, Doolen Middle School, Elvira Elementary, and Grijalva Elementary.

2. The Concept of a "Base" Class. In Fall 1994, it was HDE101, Becoming a Master Student, and in Spring 1995, it was EDU198, Topics: In Bilingual Education. Donnell Boisvert and Margaret Romero were the respective teachers. The "base" class functioned as a testing ground for exploring issues relevant to students in the program, and acted as a communication channel between students and campus administration. This concept of a Base Class facilitated the continual refinement of the pilot program.

3. Math Build Up Sessions. These were developed because of information given to us by Dr. Arminda Fuentevilla of The University of Arizona. She told the Selection Committee that the single most common barrier to success for College of Education students is lack of mathematics skills. Desert Vista Campus mathematics faculty member, Denise Meeks, worked throughout the year moving students systematically along a preparatory path to prepare them for Mathematics 150 (College Algebra) in Fall 1995. Detailed data were kept on weekly individual student achievement, attendance and level of participation.

Support Services

Instructional

In addition to expanded Library and Computer Lab hours, the tutoring in Spanish, Writing (English) and Chemistry has been available to students.

Counseling

Mark McCabe, full time faculty member (Counselor) at Desert Vista Campus was assigned as Counselor to the students. He saw students on a biweekly basis in spring and fall. Common topics of discussion were:

- developing coping skills for problems in time managementt
- studying skills
- communication

•prioritizing
•interpersonal problems

He felt that "the majority of the students demonstrated remarkable resilience in adjusting to the program's expectations". He also cautioned that there are a few students who need to make some changes and develop more appropriate coping skills or they may find themselves needing to withdraw from the program.

Financial Aid

The following is a breakdown of the type of financial assistance provided to the Sequential Degree students at the Desert Vista Campus:

	Fall 1994	Spring 1995
Federal Financial Aid only	8	11
Institutional (College Financial Aid)	9	7
Combined Federal & Institutional	8	4
Veteran's Educational Benefits	0	2
Self-pay/no Financial Aid	2	1
	27	25*

*1 student withdrew mid-semester, bringing the total to twenty-four presently enrolled.

Tracking the Sequential Degree Students in the Pilot Program: The Collection of Data

Pima Community College Desert Vista Campus is committed to collecting information on the progress of the students, such as are displayed in this end-of-the-year report. Data elements include:

•retention information
•semester grade data and yearly GPA
•demographic characteristic of students
•reason for withdrawals, if available
•semester student evaluation
•financial aid information
•information on volunteer placement into elementary schools
•linguistic achievement information
•student satisfaction information (contained in student evaluation process and surveys)
•barriers (economic conditions, personal and family problems, attitudinal factors)

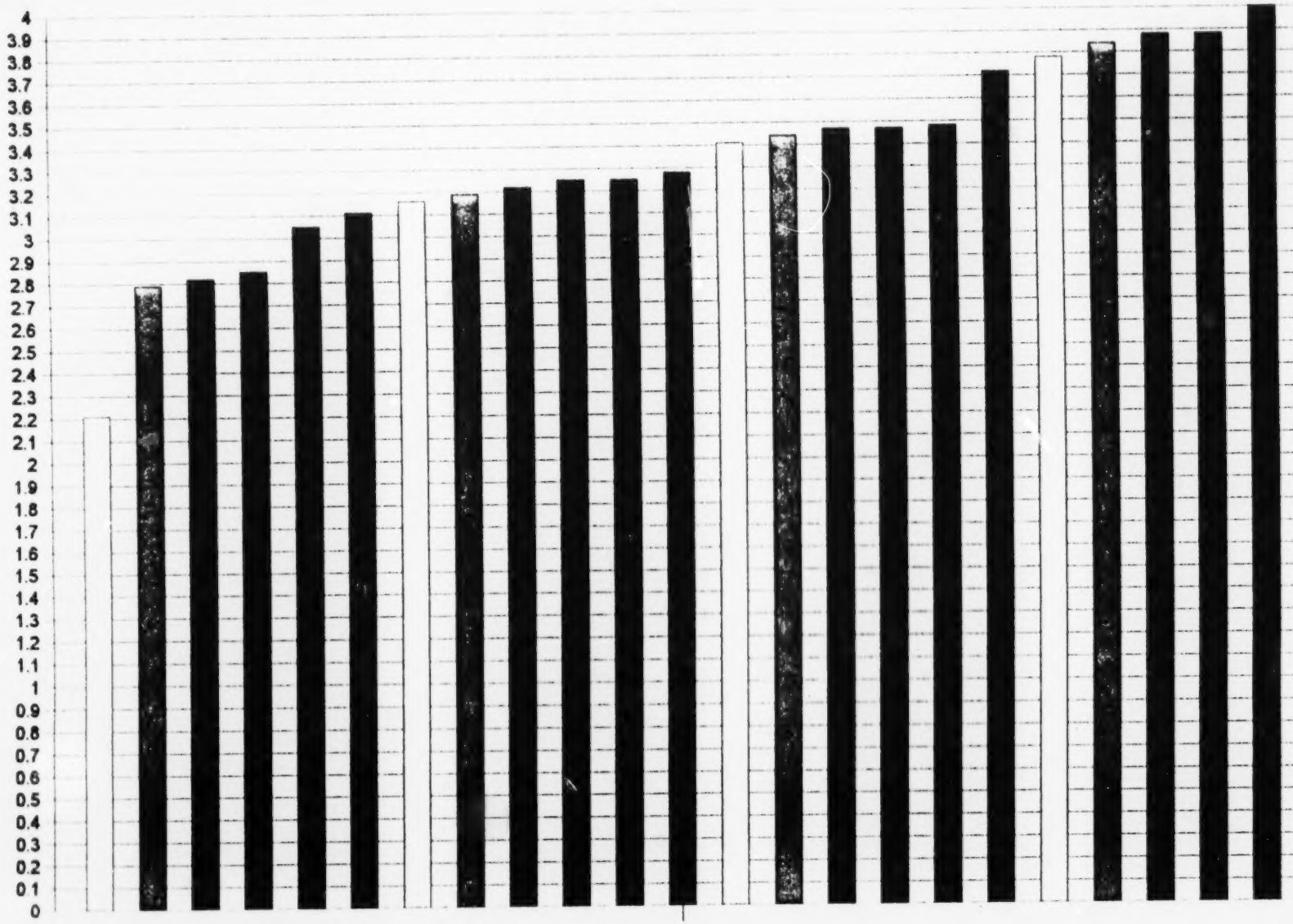
Concluding Remarks

The Desert Vista Campus has now had one year of experience with the Sequential Degree Pilot Program. A major goal of this program is to expand access and opportunity for a greater number of individuals to accomplish their educational and career goals.

The faculty, staff, and administration have been a part of a learning process, as much as have the students. As a pilot program, we are evolving together and making continual changes and refinements to better assist students to succeed.

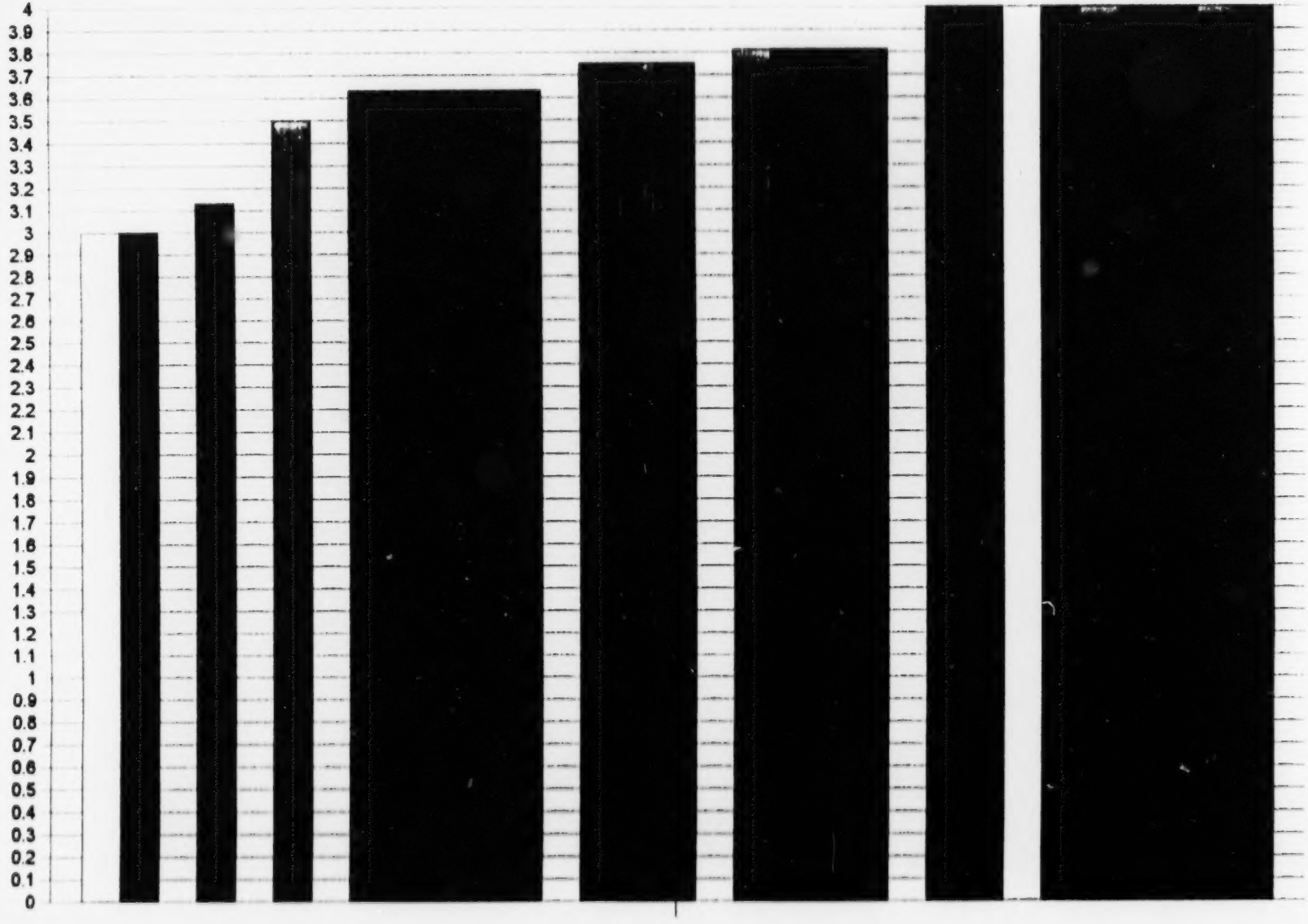
As with all classes of students, there is tremendous variation in rate of progress. All students have been provided the resources and support they need to succeed. Although it is clear that some have a greater rate of progress than others, we have little doubt that by the end of Pima Community College's first two years of this four year collaborative with The University of Arizona, we will have met the goals and expectations as anticipated for this program, and that the students who begin their University years will be excellent models of the best in community college education.

CUM GPA



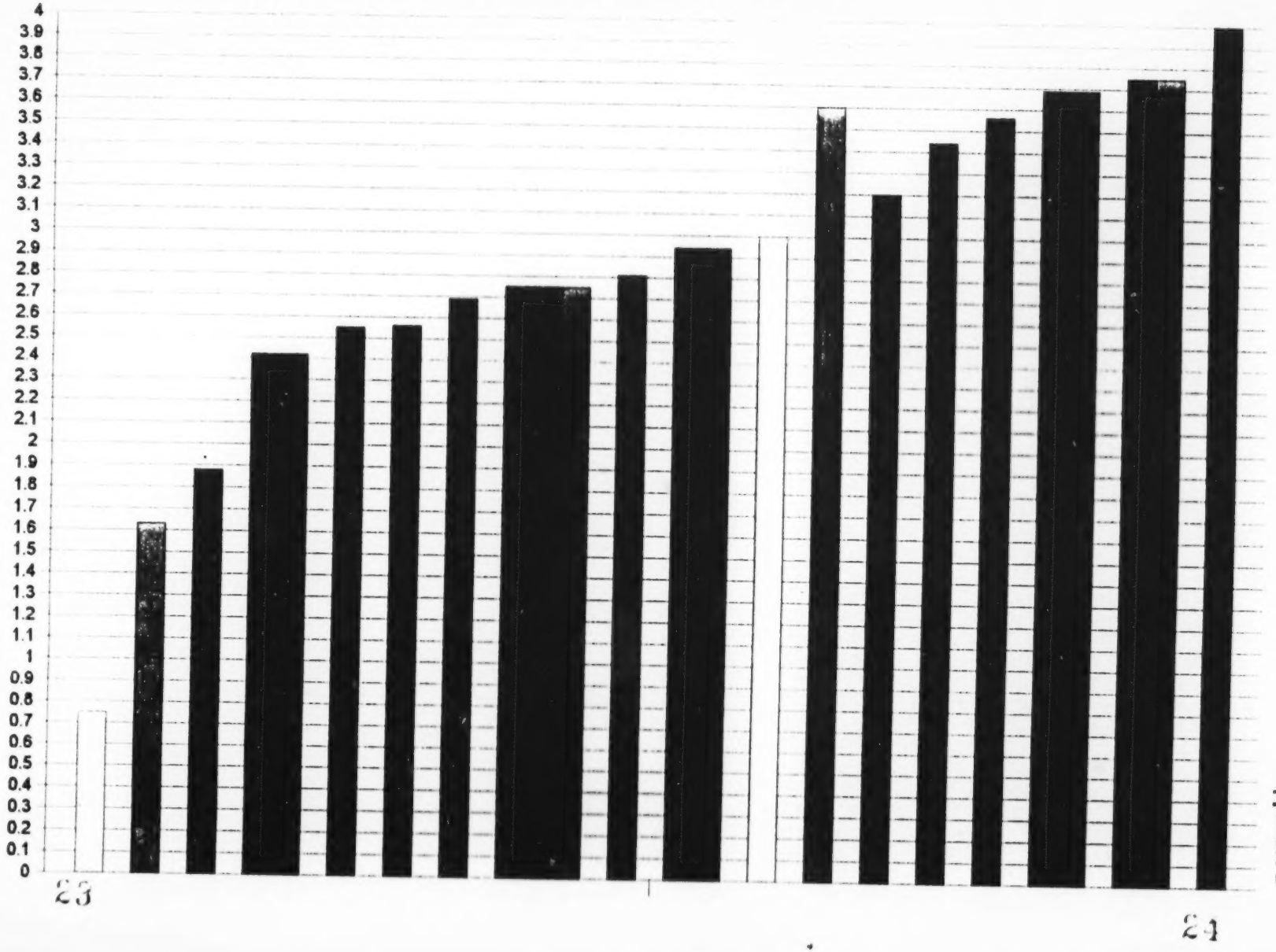
Appendix B

FALL 94 GPA



Appendix C

SPRING 95 GPA



Appendix D

Student

Evaluation

Process

- Faculty Evaluations of Student
- Student Self Evaluations
- Dean of Instruction Meeting with Student

SEQUENTIAL DEGREE PROGRAM
BILINGUAL ELEMENTARY EDUCATION

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Student Name_____
Course Name _____

FACULTY END-OF-SEMESTER EVALUATION

Strengths

This student has shown the following strengths in my course:

Areas for Improvement:

Estimate of final grade _____

_____
Faculty's Signature

_____
Date

Actual final grade _____

Student Name _____
Course Name _____
Faculty Name _____

STUDENT SELF EVALUATION

Please write about what you have learned in this class about the subject (i.e. History, Art, etc.)

Where did you have difficulty in learning?

What do you plan to do to improve your ability to learn?

Dean of Instruction Observations

The following comments are made as a result of a meeting with the student, and reviewing the Faculty Evaluation Form and the Student Self Evaluation Form.

_____

Dr. Angela Zerdavís, Dean of Instruction

_____

Date

PCC/UA SEQUENTIAL DEGREE PROGRAM CURRICULUM

Appendix F

The following courses constitute the first two years of the program. Changes may be made at the discretion of Pima Community College and The University of Arizona. Additionally, students will need to complete a series of field experiences (through PCC Education 198) during the first two years of the program.

FIRST SEMESTER		Credit Hours
WRT 101	Writing I	3
HDE 101	Becoming a Master Student	3
ART 100	Basic Design	3
HIS 141	History of United States I	3
SPA 110	Elementary Spanish I	4
or SPA 201	Spanish for Native Speakers I	
or YAQUI 110	Elementary Yaqui I	
or THO 110	Elementary Tohono O'Odham I	
		16

SECOND SEMESTER		
WRT 102	Writing II	3
CHM 121	Introductory Chemistry	5
SOC 101	Introduction to Sociology	3
SPA 111	Elementary Spanish II	4
or SPA 202	Spanish for Native Speakers II	
or YAQUI 111	Elementary Yaqui II	
or THO 111	Elementary Tohono O'Odham II	
EDU198	Special Topics in Eduation	1
		16

THIRD SEMESTER		
BIO 100	Biology Concepts	4
HIS 101	Introduction to Western Civilization	3
MTH 150	College Algebra	3
SPA 210	Intermediate Spanish I	4
or YAQUI 210	Intermediate Yaqui I	
or THO 210	Intermediate Tohono O'Odham I	
EDU 198	Special Topics in Education	1
HIS 127	History and Culture of the Mexican-Americans of the Southwest	3
		18

FOURTH SEMESTER		
ANT 206	Contemporary Native Americans of the Southwest	3
POS 112	National and State Constitution	3
LIT	To Be Determined	3
SPA 211	Intermediate Spanish II	4
or YAQUI 211	Intermediate Yaqui II	3
or THO 211	Intermediate Tohono O'Odham II	3
EDU 198	Special Topics in Education	1
		14

Associate of Arts Degree will be awarded by Pima Community College at the completion of the first two years. Third and Fourth year curriculum (which will lead to a Bachelor of Arts with a major in Elementary Education, Bilingual Option and Elementary Teacher Certification with Bilingual Endorsement) are being designed by The University of Arizona.

***If curriculum development is not completed, and YAQ210/211 and THO 210/211 are not available, the students may opt for SPA 110/111 in their second year.**

Revised 5/23/95